MINISTRY OF EDUCATION

ACTION PLAN

1990-94

RESTRUCTURING THE EDUCATION SYSTEM

A FRAMEWORK FOR CONSULTATION

- The Early Years
- The Formative Years
- The Transition Years
- The Specialization Years
- Technological Education
- Teacher Education

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Table of Contents

Page No.

Background to the Action Plan 1
- The Early Years 1
- The Formative Years 1
- The Transition Years 2
- The Specialization Years 2
- Technological Education 2
- Teacher Education 2
- 3

The First Year - 1989-90 4
- The Action Plan 4
- The Consultation Papers 4
- The Consultation Process 5
- Support Funding 6
- Education Research 7

Organization Chart 9

Ministry Staff and Work Team Members 10

Mission Statement 14

Areas of Emphasis Statements 15

Multi-year Strategies 16
- The Early Years 17
- The Formative Years 19
- The Transition Years 21
- The Specialization Years 24
- Technological Education 26
- Teacher Education 29

Action Plans 31
- The Early Years 32
- The Formative Years 34
- The Transition Years 36
- The Specialization Years 39
- Technological Education 41
- Teacher Education 44

BACKGROUND TO THE ACTION PLAN

The Restructuring of Education is a major initiative to bring about improvements in elementary and secondary education. It comprises a number of broad strategies for change, organized into the following components:

- The Early Years (Junior and Senior Kindergarten)
- The Formative Years (Grades 1 to 6)
- The Transition Years (Grades 7 to 9)
- The Specialization Years (Grade 10 to Ontario Academic Courses - OACs)
- Technological Education
- Teacher Education

The Early Years

It is essential that all children have a sound start in school. Positive attitudes towards learning, the life-long pursuit of knowledge, and an openness to change should all be established in the early years. An early beginning in school provides support not only for children but their families.

The mandate of the Early Years Initiative is to provide equality of access to a balanced program for four and five-year old children. Boards will be required to offer half-day Senior Kindergarten by 1992 and half-day Junior Kindergarten by 1994. Boards may offer full-day Kindergarten where space is available.

The Formative Years

The mandate of the Formative Years Initiative is to revise the curriculum for Grades 1 to 6 in order to provide for a greater focus on basic learning skills including creative and critical thinking, and to identify the critical learning outcomes (benchmarks) that will support program planning to meet the needs of individual students.

The Transition Years

Grades 7, 8, and 9 have been identified as critical years for students because, during these years, students make two major transitions; from childhood to adolescence, and from elementary to secondary school.

The mandate of the transition years is to assist students during these transitions by establishing a co-ordinated school program which includes a core curriculum, eliminating streaming in Grade 9, and improving the support for students in making the transition from elementary to secondary school, and from the transition years to the specialization years.

The Specialization Years

The Specialization Years task is to revise, while maintaining the current graduation standards, the credit requirements for Grade 10 to OACs, as the final years of secondary school.

Technological Education

The Technological Education Initiative mandate is to develop new programs in both elementary and secondary school which reflect the technological changes, the community requirements, and the student needs. The issues to be addressed include: the organization of the programs; teaching methods and equipment; relationships with the workplace; alternative methods and earning of credits; career planning for students; and the image of occupations in technology in the eyes of students and their parents.

Teacher Education

All of the above initiatives will require changes in both elementary and secondary programs. These changes will have an impact on the classroom teacher. The mandate of the teacher education initiative is to develop policies which ensure appropriate pre-service and in-service education for teachers.

THE FIRST YEAR - 1989-90

The major emphasis in the first year has been the creation of a framework which would maximize consultation on these initiatives with the education system, the broader community including business, labour, and parents and across government ministries.

The Ministry of Education refocused its resources to emphasize this consultation process. These changes are illustrated on page 9. A new unit, the Learning Programs Secretariat was created to manage the planning, consultation, policy development, and implementation of these initiatives. Work Teams of approximately eight people composed of both ministry staff and representatives of the education system were established for each initiative.

The Action Plan

As a key step to managing the planning, consultation, and policy development of the six initiatives, a five-year Action Plan was developed. It consisted of a Multi-Year Plan (1989-1994), and an Annual Plan (September 1989 - August 1990). This plan, which was widely distributed throughout the education system, was the focus of the efforts of the six Work Teams during the first year. An updated plan for the period 1990-1994 was prepared by the Work Teams in the summer of 1990.

The Consultation Papers

During the Fall of 1989, the six Work Teams began their work to develop consultation papers on the various issues and possible policy options with respect to each of the initiatives.

In June 1990, the Formative Years Work Team (Grades 1 to 6) released the first Consultation Paper. The deadline for responses to this paper is February 15, 1991. Consultation papers from the Transition Years and Technological Education Work Teams are scheduled for release in the Fall of 1990.

The Consultation Process

The first edition of the Action Plan and this update are sub-titled "A Framework for Consultation". This sub-title emphasizes that all policies for the six initiatives will be developed through a province-wide consultation process. During the first year, the goals and basic organizational framework for consultation were developed.

The Goals of Consultation

- To involve all major interest groups in an intensive dialogue around the issues and the policy options for each initiative;
- To involve other government ministries and agencies affected by the six initiatives;
- To create a highly participative exchange of ideas;
- To develop direction and a process for agreement on major policy change and on the preferred options.
- To develop a familiarity with the background to options that will make implementation more straightforward.

Organizational Framework for Consultation

a) Learning Programs Advisory Council (LPAC)

The LPAC, composed of representatives of the major, provincially-based organizations and interest groups including labour, business, parents, and the broader community, will continue throughout as the key advisory and consultation group. The LPAC will react to and advise the ministry on all aspects of the policy development process and have an opportunity to react to all consultation papers prior to those documents being released for wider consultation.

b) Reaction Groups

All organizations represented on LPAC have been asked to provide nominees to serve on two Reaction Groups (one anglophone and one francophone) for each of the six initiatives. These Reaction Groups will be structured to represent the various constituencies and demographics of the province. The ministry may supplement nominated members with others, through direct invitation, to ensure a broad base of background and expertise.

c) Consultation Groups

From the inception of the initiatives, many groups and organizations have written to the ministry and requested formal involvement in the consultation process. All such groups already involved or who may yet contact the ministry will be added to mailing lists for consultation papers for the initiatives in which they are interested. The operating mode for such groups will normally be by written communication only. They will receive consultation papers at the same time as their release to Reaction Groups and be invited to provide written comments. Examples of such groups would be a provincial association of teachers of a particular subject, an ethnic group or a local parents' association.

Support Funding

During 1989-90, the Ministry announced a number of funding programs to support the development and implementation of the initiatives:

- Up to $194 million in operating grants over five years to school boards to support half-day Junior Kindergarten programs and, where space permits, full-day Senior Kindergarten programs.

- Up to $100 million in capital grants over five years to school boards to create needed space for new Junior Kindergarten programs.

- **$60 million ($12 million per year over five years) for technological education equipment renewal, to allow boards to acquire the machines, computers, etc. needed to implement new broadly based technology programs.**

- $5.2 million ($2.6 million per year over two years) to support pilot projects in boards to explore innovative learning programs for the Transition Years. (Grades 7, 8 and 9).

- Approximately, $800,000 ($400,000 per year over two years) in incentive funds to assist boards with the purchase of equipment for new Junior Kindergarten programs.

Education Research

The findings from a variety of research projects will be extremely useful to the Work Teams as they proceed to develop policy options. The following research projects were planned or launched during the first year:

Early Years

- Junior and Senior Kindergarten Exemplary Programs Study

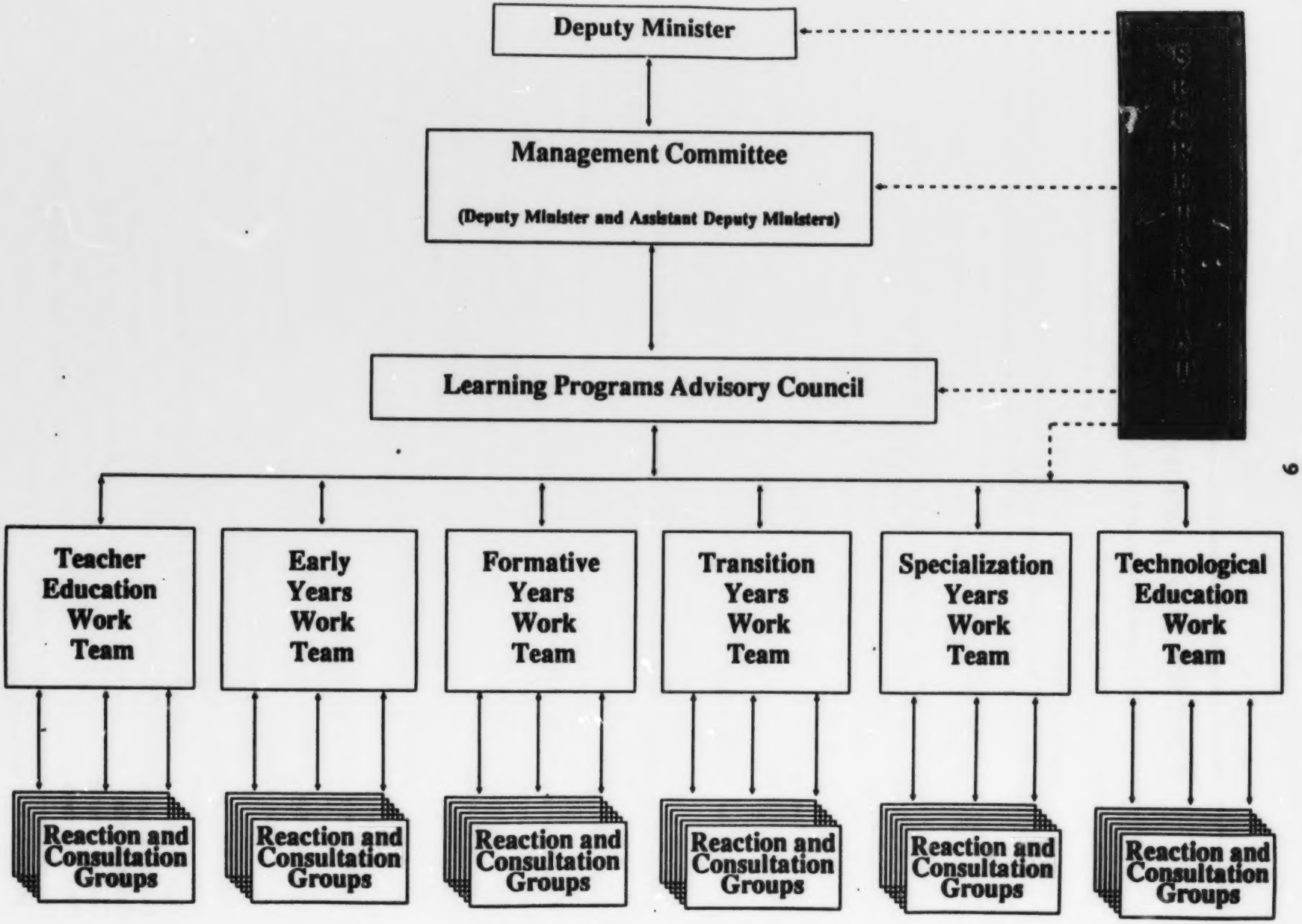
Formative Years

- A Study of Quality Relationships between Home and School
- School Organization for the Delivery of Programs to Students Aged 6-12

Transition Years

- Review and Analysis of Pilot Projects to investigate identified Issues in the Transition Years
- Innovative Programs for Effective Transitions in Grades 7, 8 & 9

- Identification of Innovative School Organization for the Delivery of Programs and Services for Students 11-14 Years - Review of selected research
- Review and Analysis of Education Policies for Students aged 11-14 Years
- Teaching and Learning Strategies - Literature Review
- Literature Review and Identification of Exemplary Models and Strategies for Guidance & Career Education


Deputy Minister
Management Committee
(Deputy Minister and Assistant Deputy Ministers)
Learning Programs Advisory Council
Teacher Education Work Team
Early Years Work Team
Formative Years Work Team
Transition Years Work Team
Specialization Years Work Team
Technological Education Work Team
Reaction and Consultation Groups
Reaction and Consultation Groups
Reaction and Consultation Groups
Reaction and Consultation Groups
Reaction and Consultation Groups
Reaction and Consultation Groups

Ministry Staff and Work Team Members

Wally Beevor	-	Assistant Deputy Minister, Learning Programs Division
Maurice Poirier	-	Director, Curriculum Policy Development Branch
Marjorie Mercer	-	Director, Policy Analysis and Research Branch

Learning Programs Secretariat

Howat Noble	-	Executive Co-ordinator
Norm Damaren	-	Policy Co-ordinator
Patrick Fleck	-	Policy Co-ordinator
Jim Hannah	-	Policy Co-ordinator
George King[1]	-	Policy Co-ordinator
Bill Kirkwood	-	Policy Co-ordinator
Ginette Plourde	-	Policy Co-ordinator

Early Years Work Team

Paulette Laforest-Norman (Work Team Leader)	-	Curriculum Policy Development Branch
Lise Charland	-	Conseil scolaire de langue française d'Ottawa-Carleton section catholique
Dick Coburn	-	The Kenora Board of Education
Pat Dickinson	-	The Halton Board of Education
Lynda Palazzi	-	The Peel Board of Education
Ginette Plourde	-	Learning Programs Secretariat
Laury Roy	-	Curriculum Policy Development Branch
Una Villiers	-	The Toronto Board of Education
Don Young	-	Policy Analysis and Research Branch

Formative Years Work Team

Elizabeth Terry (Work Team Leader)	-	Curriculum Policy Development Branch
Alain Aeschelmann	-	Curriculum Policy Development Branch
Norm Damaren	-	Learning Programs Secretariat
Joan Fallis	-	The Norfolk Board of Education
David Goldman	-	The Essex County Board of Education
Susan Pekilis	-	Policy Analysis and Research Branch
Ginette Plourde	-	Learning Programs Secretariat
Burle Summers	-	The Hastings County Board of Education

[1] Mr. George King has recently passed away.

Transition Years Work Team

Gerry Connelly (Work Team Leader)	-	Curriculum Policy Development Branch
Paulette Bak	-	Curriculum Policy Development Branch
Harold Brathwaite	-	The Board of Education for the City of Toronto
Patrick Fleck	-	Learning Programs Secretariat
Mary Hill	-	Policy Analysis and Research Branch
Derek Patrick	-	The Board of Education for the City of North York
David Rawcliffe	-	The Board of Education for the City of North York

Specialization Years Work Team

Peter Skuce (Interim Work Team Leader)	-	Curriculum Policy Development Branch
Maurice Boutet	-	Curriculum Policy Development Branch
Jim Hannah	-	Learning Programs Secretariat
Stanley Kutz	-	The Metropolitan Separate School Board
Pauline Laing	-	The Durham Board of Education
Mary Ann Lisk	-	Policy Analysis and Research Branch

Technological Education Work Team

Graham Carr (Work Team Leader)	-	Curriculum Policy Development Branch
John Bates	-	The Frontenac County Board of Education
Guy Cantin	-	The Nipissing District Roman Catholic Separate School Board
David Kennedy	-	Policy Analysis and Research Branch
Bill Kirkwood	-	Learning Programs Secretariat
Betty Moore	-	The Halton Board of Education
Brad Saunders	-	The Nipissing Board of Education
Germain Simard	-	Curriculum Policy Development Branch

Teacher Education Work Team

Don Maudsley (Work Team Leader)	-	Centre for Teacher Education
Harry Fisher	-	University of Western Ontario
George Flynn	-	The Waterloo Region Roman Catholic Separate School Board
Bill Kirkwood	-	Learning Programs Secretariat
Maurice Lamontagne	-	Centre for Teacher Education
Eileen Silver	-	Policy Analysis and Research Branch
Barry Wadman	-	Centre for Teacher Education
Margaret Wilson	-	Ontario Teachers' Federation

THE ACTION PLAN

YEAR 2

Mission Statement

To provide leadership, direction, and support for the education system from junior kindergarten to the end of secondary school in order to help individual learners realize their potential and contribute to the social and economic development of the province.

AREAS OF EMPHASIS STATEMENTS

1. ***To provide equality of access to quality educational programs that will provide continuity of early years learning experiences for all four- and five-year-old children in Ontario.***

2. ***To develop policies relating to curriculum, school organization, instructional practices, and assessment in the primary and junior divisions with a focus on appropriate basic learning expectations.***

3. ***To develop policies relating to curriculum, school organization, instructional practices and support services for students in Grades 7 to 9, and to facilitate their transitions to grade 7, to grade 9, and to grade 10.***

4. ***To organize the final three years of secondary school, to meet the varying needs of students as they proceed beyond secondary school.***

5. ***To renew technological education to ensure that it has increased relevance to the needs of students and community requirements in times of rapid technological change.***

6. ***To develop and coordinate appropriate teacher education policies to meet the needs created by the planned changes in the programs from Junior Kindergarten to the end of secondary school.***

MULTI-YEAR STRATEGIES

- The Early Years
- The Formative Years
- The Transition Years
- The Specialization Years
- Technological Education
- Teacher Education

MULTI-YEAR STRATEGIES --- THE EARLY YEARS

1. To provide equality of access to quality educational programs that will provide continuity of early years learning experiences for all four- and five-year-old children in Ontario

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
1. **Policy**				
1.1 Develop a policy program document for the Early Years (Junior Kindergarten/Senior Kindergarten)				
1.1.1 Develop an Early Years consultation paper				
2. **Data/Research**				
2.1 Research on exemplary programs				
2.2 Research on early literacy and language development				
2.3 Conduct a school-based statistical and demographic survey				
3. **Legislation**				
3.1 Identify necessary legislative changes				
3.2 Consult with Legislation Branch				
4. **Funding**				
4.1 Secure funding for incentive funds for Junior Kindergarten learning materials				

MULTI-YEAR STRATEGIES --- THE EARLY YEARS

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
4.2 Secure funding for full-day Senior Kindergarten pilot projects				
5. **Consultation**				
5.1 Conduct consultation on Early Years consultation paper with Reaction and Consultation Groups and other ministries				
6. **Communications/Marketing**				
6.1 Develop and implement annual communications / marketing plans				
7. **Teacher Education**				
7.1 Identify and analyze issues re certification training, staff development				

MULTI-YEAR STRATEGIES --- THE FORMATIVE YEARS

2. To develop policies relating to curriculum, school organization, instructional practices, and assessment in the Primary and Junior Divisions with a focus on appropriate basic learning expectations.

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
1. Policy				
1.1 Consultation process - collate data - assess and analyze data - identify and report findings and new issues - report recommendations				
1.2 Policy development - develop framework for policy - generate draft policy document(s) - validation and distribution of policy document(s)				
1.3 Other curriculum document development - develop framework for other curriculum documents as identified through consultation - generate other curriculum documents - validate and distribute other documents				
2. Data/Research				
2.1 Complete procedures for current research proposals				
2.2 Analyze and incorporate findings into policy development				
2.3 Review and monitor other research sources inside and outside Ontario				
3. Legislation				
3.1 Identify required legislative changes				

MULTI-YEAR STRATEGIES --- THE FORMATIVE YEARS

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
4. Funding				
4.1 Secure funding for policy development • consultation analysis • draft policy document development • other documents				
5. Consultation, Communications, Marketing				
5.1 Conduct consultation on Formative Years consultation paper with Reaction and Consultation Groups and other ministries				
5.2 Develop annual communication/marketing strategies and materials				
6. Teacher Pre-service and In-service				
6.1 Conduct consultation with Teacher Education Work Team				

MULTI-YEAR STRATEGIES --- THE TRANSITION YEARS

3. To develop policies relating to curriculum, school organization, instructional practices and support services for students in Grades 7 to 9, and to facilitate their transitions to Grade 7, to Grade 9, and to Grade 10.

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
1. **Policy**				
1.1 Consultation Process - collate data - assess and analyze data - identify and report findings and new issues - report recommendations				
1.2 Development of draft policy recommendations and documents - collect policy options through consultation process - analyze policy - write policy document (draft) - recommend revisions to curriculum guidelines				
2. **Data/Research**				
2.1 Complete procedures for current research proposals				
2.2 Analyze and incorporate findings into policy development				
3. **Legislation**				
3.1 Identify required legislative changes				
4. **Funding**				
4.1 Secure funding for pilot projects				
4.2 Secure funding for inservice, implementation, resource materials				

MULTI-YEAR STRATEGIES --- THE TRANSITION YEARS

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
5. **Pilot Projects**				
5.1 Finalize pilot sites				
5.2 Develop process for monitoring and receiving input about sites				
5.3 Visit selected sites				
5.4 Organize and hold four provincial symposia				
5.5 Develop a research component - analyze and report on sites				
5.6 Analyze results of pilot sites for input into policy development				
6. **Consultation**				
6.1 Conduct consultation on Transition Years consultation paper with Reaction and Consultation Groups and other ministries				
6.2 Develop policy recommendations				
7. **Communications**				
7.1 Develop annual plan for communication and marketing transition years initiative				
7.1.1 Identify concerns of major target groups				
7.1.2 Determine and implement strategies to communicate and market				

MULTI-YEAR STRATEGIES --- THE TRANSITION YEARS

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
8. **Teacher In-service/Pre-service**				
8.1 Identify issues				
8.2 Consult with Reaction/Consultation Groups				
8.3 Recommend direction based on consultation to the Teacher Education Work Team				
9. **School Board Implementation**				
9.1 Develop resource materials to assist school boards				
9.2 Develop implementation strategies				
9.3 Make recommendations re: strategies				
9.4 Monitor implementation				

MULTI-YEAR STRATEGIES --- THE SPECIALIZATION YEARS

4. To organize the final three years of secondary school, to meet the varying needs of students as they proceed beyond secondary school.

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
1. Policy				
1.1 Development of issues and policy options				
1.1.1 Clarify and address goals and issues, including establishment of focus groups				
1.1.2 Distinguish issues affecting French and English language schools				
1.1.3 Prepare and release a consultation paper				
1.2 Policy approval				
1.2.1 Secure approval of recommended policy directions				
1.3 Curriculum directions				
1.3.1 Secure approval of recommended policy				
1.3.2 Directions for curriculum guidelines				
2. Data/Research				
2.1 Conduct a research literature search related to secondary education				
2.2 Identify and monitor effective programs in Ontario and elsewhere				
2.3 Other research projects				
2.3.1 Identify areas				
2.3.2 Acquire data from sources internal and external to the Ministry				

MULTI-YEAR STRATEGIES — THE SPECIALIZATION YEARS

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
3. Legislation				
3.1 Request legislative amendments as required				
4. Funding				
4.1 Secure funding for research and pilot projects				
4.2 Determine funding implications for policy directions				
5. Consultation				
5.1 Validate issues with focus groups				
5.2 Develop and release consultation paper				
5.3 Conduct consultation on Specialization Years consultation paper with Reaction and Consultation Groups and other ministries				
6. Communications and Marketing				
6.1 Develop an annual communications plan				
7. Teacher In-Service and Pre-Service				
7.1 Outline the teacher education requirements (pre-service and in-service)				
8. Pilot Projects				
8.1 Identify, establish and monitor pilot projects				

MULTI-YEAR STRATEGIES --- TECHNOLOGICAL EDUCATION

5. To renew technological education to ensure that it has increased relevance to the needs of students and community requirements in times of rapid technological change.

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
1. Policy				
1.1 Strategic policy framework				
1.1.1 Release consultation paper				
1.1.2 Develop and issue program statements				
1.1.3 Develop draft policy statements re: cooperative education, curriculum, career education, post secondary linkages, teacher qualifications, competency-based student evaluation model				
1.1.4 Identify issues (English-French)				
1.2 Ministry policy development				
1.2.1 Secure policy approvals				
1.2.2 Create field book				
2. Data Research				
2.1 Define and identify exemplary programs				
2.2 Develop competency based evaluation model				
2.3 Develop a profile of the new technological education teacher				
2.4 Identify and monitor exemplary programs outside Ontario				
2.5 Conduct employer skills needs survey				

MULTI-YEAR STRATEGIES --- TECHNOLOGICAL EDUCATION

	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
3. Legislation				
3.1 Teacher qualifications				
3.1.1 Develop and recommend certification and qualification changes				
3.1.2 Develop and recommend alternative teacher education and certification models				
3.2 Recommend revisions to capital grant plan				
3.3 Consult with Legislation Branch re: regulation changes				
4. Funding				
4.1 Conduct annual review of funding criteria for equipment renewal				
4.2 Funding applications for equipment renewal				
4.2.1 Invite project applications				
4.2.2 Evaluate applications				
4.2.3 Provide feedback to all applicants (including unsuccessful)				
5. Consultation				
5.1 Conduct consultation on Technological Education consultation paper with Reaction and Consultation Groups and other ministries				
5.2 Obtain feedback on other issues				
5.3 Analyze feedback				

MULTI-YEAR STRATEGIES --- TECHNOLOGICAL EDUCATION

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
6. **Communications**				
6.1 Issue field book				
6.2 Complete video				
7. **Marketing**				
7.1 Newsletter to directors				
7.2 Establish and maintain field initiatives network				
7.3 Plan marketing campaign re: image of technological education				
7.4 Promote business/industry/education/labour linkages				
8. **Teacher Pre-Service/In-Service**				
8.1 Regional Office workshops				
8.2 Develop teacher in-service programs				
8.3 Develop teacher pre-service programs				
8.4 Develop archive of project descriptions				
8.5 Identify exemplary in-service through industry				
8.6 Identify in-service needs through teacher symposium				
9. **Impact Analysis of Policy**				
9.1 Develop indicators for degree of policy implementation				
9.2 Develop change indicators				
9.3 Apply indicators				
9.4 Invite response to field book				

MULTI-YEAR STRATEGIES --- TEACHER EDUCATION

6. To develop and coordinate appropriate teacher education policies to meet the needs created by the planned changes in the programs from Junior Kindergarten to the end of secondary school

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
1. **Policy**				
1.1 Develop and complete consultation paper				
1.1.1 Part I-Strategic Framework				
1.1.2 Part II-Issues and options related to Technological Education/ Formative Years/ Early Years/ Transition Years/ Specialization Years				
1.2 Disseminate, receive input, revise and up-date consultation paper				
1.3 Put forward policy recommendations				
2. **Data/Research**				
2.1 Identify and disseminate innovative teacher education practices				
2.1.1 Conference on Innovative Practices in Teacher Education; May '91				
2.1.2 Publish conference proceedings				
2.2 Contract a review of the literature on innovations in teacher education				
2.3 Pilot innovations				
2.3.1 Prepare pilot proposals				
2.3.2 Implement pilot projects				
2.3.3 Monitor and evaluate pilots				

MULTI-YEAR STRATEGIES — TEACHER EDUCATION

COMPONENTS	1990-91 YEAR 2	1991-92 YEAR 3	1992-93 YEAR 4	1993-94 YEAR 5
3. **Legislation**				
3.1 Identify required changes				
3.2 Present recommendations to:				
3.2.1 Reg. 269 Committee				
3.2.2 Legislation Branch				
4. **Funding**				
4.1 Forecast requirements for pilot projects				
5. **Consultation**				
5.1 Develop inter-work team consultation plan				
5.2 Build and maintain networks and partnerships				
5.3 Conduct consultation on Teacher Education consultation paper with Reaction and Consultation Groups and other ministries				
6. **Communications**				
6.1 Develop annual plan				

1990-91

ACTION PLANS

- The Early Years
- The Formative Years
- The Transition Years
- The Specialization Years
- Technological Education
- Teacher Education

1990-91 Action Plan -- The Early Years

1. To provide equality of access to quality educational programs that will provide continuity of early years learning experiences for all four-and-five-year-old children in Ontario

TASK	PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
1. Policy			
1.1 Develop a program policy document for Junior and Senior Kindergarten.	P. Laforest-Norman	Sept. 1	Aug. 31*
1.1.1 Develop an Early Years consultation paper	P. Laforest-Norman	Sept. 1	May 16
- Develop a framework	P. Laforest-Norman	Sept. 1	Jan. 31
- Identify issues and develop options	P. Laforest-Norman	Sept. 1	May 16
2. Data/Research			
2.1 Research on exemplary programs		Sept. 1	Aug. 31*
2.1.1 Supervise and coordinate	P. Laforest-Norman		
2.2 Early literacy and language development	P. Laforest-Norman	Sept. 1	Aug. 31*
2.2.1 Develop a proposal, secure approval and award contract	P. Laforest-Norman	Sept. 1	Mar. 31
2.2.2 Supervise and coordinate	P. Laforest-Norman	Apr. 1	Aug. 31*
2.3 Conduct a school-based survey	P. Laforest-Norman	Sept. 1	Aug. 31*
2.3.1 Develop a proposal	P. Laforest-Norman	Sept. 1	Dec. 31
2.3.2 Secure funding, approval and award contract	P. Laforest-Norman	Jan. 1	Mar. 31

* Aug. 31 is the end of the planning year.

1990-91 ACTION PLAN --- THE EARLY YEARS

TASK	PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
4. Funding			
4.1 Secure funding for Junior Kindergarten learning materials	G. Plourde	Sept. 1	Dec. 31
4.1.1 Prepare proposal	G. Plourde	Sept. 1	Nov. 15
4.1.2 Develop and implement mechanisms for allocation and flow of funds	G. Plourde	Nov. 15	June 31
4.2 Secure funding for full-day Senior Kindergarten pilot projects			
4.2.1 Prepare proposal	G. Plourde	Sept. 1	Aug. 31*
6. Communications/Marketing			
6.1 Develop and implement communications / marketing plan	P. Laforest-Norman	Sept. 1	Aug. 31*
7. Teacher Pre-Service and In-Service			
7.1 Begin identification of issues re certification, training, staff development	P. Laforest-Norman	Jan. 1	Aug. 31*
7.1.1 Identify issues and options and consult with Teacher Education Work Team	P. Laforest-Norman	Jan. 1	Aug. 31*

* Aug. 31 is the end of the planning year.

1990-91 Action Plan --- The Formative Years

2. To develop policies relating to curriculum, school organization, instructional practices, and assessment in the Primary and Junior Divisions with a focus on appropriate basic learning expectations.

TASK	PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
1. Policy			
1.1 Consultation process (English/French)			
1.1.1 Collate input data from Formative Years consultation paper	E. Terry/ A. Aeschelmann	Sept. 1	Feb. 15
1.1.2 Analyze, interpret and assess data	E. Terry/ A. Aeschelman	Sept. 1	Mar. 31
1.1.3 Prepare and report findings	E.Terry/ A. Aeschelmann	Apr. 1	Aug. 31
1.1.4 Identify new issues related to: - Formative Years - other work teams - interministerial consultation - other	E.Terry/ A. Aeschelmann	Feb. 1	June 30
1.2 Policy document development			
1.2.1 Develop framework for policy document	E. Terry	May 1	Aug. 31*
2. Data/Research			
2.1 Current research proposals			
2.1.1 Award research contracts	E. Terry	Sept 28	Oct. 31
2.1.2 Monitor research	E. Terry	Nov. 1	Aug. 31*
2.1.3 Review interim reports	E. Terry	Apr. 1	June 30
2.3 Other research sources			
2.3.1 Be informed about other related Ministry of Education projects	E. Terry	Sept. 1	Aug. 31*
2.3.2 Be informed about current policy developments in other provinces/ countries	E. Terry	Sept. 1	Aug. 31*

* Aug. 31 is the end of the planning year.

1990-91 Action Plan --- The Formative Years

TASK	PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
2.3.3 Be informed about current issues relating to children in Ontario.	E. Terry	Sept. 1	Aug. 31*
3. **Legislation**			
3.1 Ongoing identification and consultation	E. Terry	Sept. 1	Aug. 31*
4. **Funding**			
4.1 Forecast and secure expenditures for policy, data/research, communication/consultation/ marketing	G. Plourde	Sept. 1	Mar. 31
5. **Consultation/Communication/Marketing**			
5.1 Meet with Reaction Groups (English/French) and other groups as requested.	E. Terry	Sept. 1	Aug. 31*
5.2 Develop communication/marketing strategies	E. Terry	Sept. 1	Aug. 31*
5.3 Expand links with other Work Teams	E. Terry	Sept. 1	Aug. 31*
6. **Teacher Education**			
6.1 Ongoing consultation	E. Terry	Sept. 1	Aug. 31*

* Aug. 31 is the end of the planning year.

1990-91 ACTION PLAN --- THE TRANSITION YEARS

3. To develop policies relating to curriculum, school organization, instructional practices and support services for students in Grades 7 to 9, and to facilitate their transitions to Grade 7, to Grade 9, and to Grade 10.

TASK	PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
1. Policy			
1.1 Consultation process (English/French)			
1.1.1 Release consultation paper	G. Connelly	Sept. 15	Oct. 31
1.1.2 Share paper with Reaction and Consultation Groups	G. Connelly/ P. Bak	Oct. 31	May 31
1.1.3 Summarize reactions to consultation paper	G. Connelly/ P. Bak	Oct. 1	June 15
1.1.4 Identify Ministry of Education/system issues for English/French language education	G. Connelly/ P. Bak	Oct. 1	Aug. 31*
1.1.5 Conduct interministerial consultation around issues	P. Fleck	Oct. 1	Aug. 31*
1.2 Write draft policy document for the Transition Years	G. Connelly	May 1	Aug. 31*
2. Data/Research			
2.1 Current research proposals			
2.1.1 Conduct a search of policies related to Grades 7-9 in selected jurisdictions	G. Connelly	Sept. 1	Aug. 31*
2.1.2 Conduct a literature search of teaching strategies relevant to Transition Years	G. Connelly	Sept. 1	Aug. 31*
2.1.3 Conduct research on pilot projects	G. Connelly	Sept. 1	Aug. 31*
3. Legislation			
3.1 Identify required changes	G. Connelly	Mar. 1	Aug. 31*

* Aug. 31 is the end of the planning year.

1990-91 Action Plan --- The Transition Years

TASK		PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
4.	**Funding**			
4.1	Forecast and secure funding to support initiative activities	G. Connelly	Sept. 1	Dec. 31
4.1.1	Confirm availability of funds for pilot projects in 1991-92	G. Connelly	Mar. 1	Mar. 31
4.1.2	Confirm funding for research	G. Connelly	Mar. 1	Mar. 31
4.1.3	Confirm availability of funding required for consultation, communication and marketing activities	G. Connelly	Mar. 1	Mar. 31
5	**Pilot Projects**			
5.1	Finalize pilot sites	G. Connelly	Sept. 1	Oct. 15
5.2	Develop process for monitoring and receiving input about sites	G. Connelly	Sept. 1	Oct. 15
5.3	Visit selected sites	G. Connelly	Sept. 1	Aug. 31*
5.4	Organize and hold two provincial symposia	G. Connelly	Sept. 1	May 30
5.5	Develop a research component	G. Connelly/ P. Bak	Sept. 1	Dec. 31
5.6	Analyze results of first year	G. Connelly/ P. Bak	Mar. 1	Aug. 31*
6.	**Consultation**			
6.1	Implement the consultation process	G. Connelly	Oct. 1	May 31
6.1.1	Establish and implement schedule	G. Connelly	Oct. 1	June 15
6.1.2	Establish and maintain links with other Work Teams	G. Connelly	Sept. 1	Aug. 31*

* Aug. 31 is the end of the planning year.

1990-91 Action Plan --- The Transition Years

TASK	PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
6.1.3 Consult with other branches	G. Connelly	Oct. 1	Aug. 31*
6.1.4 Consult with other ministries	P. Fleck	Sept. 1	Aug. 31*
6.1.5 Maintain record of input from consultation	G. Connelly	Oct. 1	June 15
6.2 Develop policy recommendations	G. Connelly	May 1	Aug. 31*
7. Communication and Marketing Plan			
7.1 Develop processes for informing all those affected by the transition years initiative	G. Connelly	Sept. 15	Oct. 31
7.1.1 Determine target groups	G. Connelly	Sept. 15	Oct. 31
7.1.2 Determine and implement communications/marketing plan	G. Connelly	Sept. 15	Aug. 31*
8. Teacher Education			
8.1 Identify issues	G. Connelly	Sept. 1	May 1
8.2 Consult with Reaction and Consultation Groups	G. Connelly	Oct. 1	May 31
8.3 Recommend direction based on consultation and report recommendations to the Teacher Education Work Team	G. Connelly	Mar. 1	June 30

* Aug. 31 is the end of the planning year.

1990-91 Action Plan --- The Specialization Years

4. To organize the final three years of secondary school, to meet the varying needs of students as they proceed beyond secondary education.

TASK	PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
1. Policy			
1.1 Develop issues and policy options			
1.1.1 Clarify the goals of the Specialization Years and list of basic givens and issues	Work Team Leader (W. T. L.)	Sept. 1	Oct. 31
1.1.2 Distinguish issues affecting French and English Language schools	W. T. L./ M. Boutet	Sept. 1	Dec. 31
1.1.3 Initiate development of options for policy issues in preparation for a consultation paper	W. T. L./ M. Boutet	Jan. 1	June 30
2. Data/Research			
2.1 Conduct research literature search			
2.1.1 Establish work team reading list	W. T. L.	Sept. 1	Nov. 1
2.1.2 Contract literature search	W. T. L.	Sept. 1	Dec 30
2.2 Identification of effective programs			
2.2.1 Identify recommended programs inside and outside Ontario related to goals of Specialization Years	W. T. L.	Jan. 1	April 30
2.3 Other Research			
2.3.1 Identify areas for research proposals	W. T. L./ M. Boutet	Sept. 1	Oct. 31
2.3.2 Acquire data from various sources	W. T. L.	Jan. 1	Aug. 31*
4. Funding			
4.1 Establish operational costs and secure funding for work of Year 2 including research and pilot projects	W. T. L.	Aug. 15	Oct. 1

* Aug. 31 is the end of the planning year.

1990-91 Action Plan --- The Specialization Years

TASK	PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
5. Consultation			
5.1 Validate issues with focus groups and other Work Teams	W. T. L./ M. Boutet	Nov. 1	Apr. 15
5.2 Develop consultation paper	W. T. L.	Sept. 1	Aug. 31*
6. Communications/Marketing			
6.1 Develop Communications Plan to stimulate province-wide interest in the Specialization Years	W. T. L.	Dec. 1	Feb. 28

* Aug. 31 is the end of the planning year.

1990-91 ACTION PLAN --- TECHNOLOGICAL EDUCATION

5. To renew technological education to ensure that it has increased relevance to the needs of students and community requirements in times of rapid technological change.

TASK	PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
1. **Policy**			
1.1 Strategic policy framework			
1.1.1 Issue consultation paper	G. Carr	Sept. 15	Oct. 31
1.1.2 Develop and issue program statements (French/English)	G. Carr/ G. Simard	Dec. 1	Aug. 31*
1.1.3 Develop policy statements	G. Carr	Dec. 1	Aug. 31*
1.1.4 Identify issues (French and English)	G. Carr/ G. Simard	Sept. 1	Aug. 31*
1.2 Ministry policy development			
1.2.1 Secure approvals	W. Kirkwood	Sept. 1	Aug. 31*
1.2.2 Create field book	G. Simard	Jan. 1	Aug. 31*
2. **Data/Research**			
2.1 Identify exemplary programs	G. Simard	Sept. 1	Aug. 31*
2.2 Develop competency based student evaluation model	G. Carr	Sept. 1	Aug. 31*
2.4 Survey programs outside Ontario	G. Simard	Jan. 1	Aug. 31*
2.5 Conduct employer skills needs survey	D. Kennedy	Jan. 1	Aug. 31*
3. **Legislation**			
3.1 Teacher qualifications			
3.1.1 Develop and recommend regulation changes	G. Carr	Sept. 1	June 30

Aug. 31 is the end of the planning year.

1990-91 Action Plan -- Technological Education

TASK	PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
3.1.2 Develop and recommend alternative teacher education and certification models	G. Carr	Sept. 1	June 30
3.2 Recommend revisions to capital grant plan	G. Carr	Sept. 1	Aug. 31*
3.3 Consult with Legislation Branch re changes	G. Carr	Sept. 1	Jan. 31
4. Funding			
4.1 Revise/review funding criteria for equipment renewal	G. Carr	June 1	Aug. 31*
4.2 Funding applications			
4.2.1 Invite Year 2 funding applications for equipment renewal	G. Carr	Sept. 1	Oct. 31
4.2.2 Evaluate applications	G. Carr	Feb. 1	Apr. 30
4.2.3 Provide feedback to all applicants (including unsuccessful)	G. Carr	May 1	July 31
5. Consultation			
5.1 Obtain feedback on consultation paper	G. Carr/ G. Simard	Nov. 1	May 31
5.2 Obtain feedback on other issues	G. Carr/ G. Simard	Nov. 1	May 31
5.3 Analyze feedback	G. Carr/ G. Simard	Dec. 1	June 15
6. Communications			
6.1 Issue field book materials	G. Carr/ G. Simard	May 1	Aug. 31*
6.2 Complete video	G. Carr/ G. Cantin	Sept. 1	Mar. 31

* Aug. 31 is the end of the planning year.

1990-91 Action Plan --- Technological Education

TASK	PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
7. **Marketing**			
7.1 Develop and distribute newsletters to Directors of Education	G. Simard	Sept. 1	Aug. 31*
7.2 Establish and maintain field visitation network	G. Carr	Sept. 1	Aug. 31*
7.3 Plan marketing campaign re: image of technological education	G. Simard	Sept. 1	Aug. 31*
7.4 Promote business/industry/labour/education linkages	G. Carr	Jan. 1	Aug. 31*
8. **Teacher Pre-Service/In-Service**			
8.1 Regional Office workshops	G. Carr	Mar. 1	June 30
8.2 Develop teacher in-service programs	G. Carr	Jan. 1	June 30
8.3 Develop teacher pre-service programs	G. Simard	Nov. 1	Aug. 31*
8.4 Develop archive of project descriptions	G. Carr	Nov. 1	Mar. 31
8.6 Identify in-service needs through teacher symposium	G. Simard	Sept. 1	Dec. 31
9. **Impact Analysis of Policy**			
9.1 Develop indicators for degree of implementation	G. Carr	Nov. 1	Aug. 31*
9.2 Develop change indicators	G. Carr	Nov. 1	Aug. 31*

* Aug. 31 is the end of the planning year.

1990-91 ACTION PLAN --- TEACHER EDUCATION

6. To develop and coordinate appropriate teacher education policies to meet the needs created by the planned changes in the programs from Junior Kindergarten to the end of secondary school.

TASK	PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
1. Policy			
1.1 Develop framework for consultation paper - draft framework - framework critiqued - revisions complete - dissemination of framework to all work teams	D. Maudsley	Sept. 1	Dec. 15
1.1.1 In-depth dialogue with other work teams. Development of teacher education issues for all work teams	D. Maudsley	Jan. 1	Jan. 31
1.1.2 Incorporate results of 1.1.1 into consultation paper	D. Maudsley	Feb. 1	March 31
1.1.3 Incorporate conference results (see 2.1) into consultation paper	D. Maudsley	May 1	June 30
1.1.4 Validation of consultation paper by work teams	D. Maudsley	July 1	July 31
2. Data/Research			
2.1 Organize and stage a conference on Innovative Practices in Teacher Education			
2.1.1 Prepare a call for research papers to be presented at conference	D. Maudsley	July 1	Sept. 30
2.1.2 Stage conference	D. Maudsley	May 1	May 31
2.1.3 Publish proceedings	D. Maudsley	June 1	Aug. 31
2.2 Contract literature review on current innovations in teacher education	D. Maudsley	Aug. 1	May 31

* Aug. 31 is the end of the planning year.

1990-91 Action Plan — Teacher Education

TASK		PRIMARY RESPONSIBILITY	START YR/MO	END YR/MO
2.3	Prepare proposal for pilot projects on innovative practices	D. Maudsley	Sept. 1	March 31
4.	**Funding**			
4.1	Confirm availability of funds for pilot projects	D. Maudsley	Sept. 1	March 31
5.	**Consultation**			
5.1	Develop inter-work team consultation plan	D. Maudsley	Sept. 1	Jan. 31
	- define purpose			
	- identify players			
	- develop strategies			
5.2	Build network and partnerships	D. Maudsley	Sept. 1	Aug. 31*
	- visits and presentations			
	- Ontario Association of Deans of Education, faculties			
	- other ministries			
	- Council of Ontario Universities, Council of Ministers of Education (Canada), Organization for Economic Cooperation and Development			
	- Teacher Education Council of Ontario	D. Maudsley	Sept. 1	Nov. 30
6.	**Communications**			
6.1	Develop a communication plan			

* Aug. 31 is the end of the planning year.